DOCUMENT RESUME

ED 198 075 SP 016 319

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TITLE Classroom Management: An Annotated Bibliography.
PUB DATE 80
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Modification; Change Strategies; *Classroom Environment; *Classroom Techniques; *Developmental Stages; Educational Resources; *Individual Development; Individualized Instruction; Learning Processes; Mainstreaming; Multicultural Education; *Noninstructional Responsibility; Social Values; Urban Education

ABSTRACT

This annotated bibliography cites reference materials that will assist the classroom teacher in conceptualizing a comprehensive approach to classroom management. The first section contains references related to the diagnosis of learning styles, teaching skills, individualized instruction, cooperative learning strategies, mainstreaming, teaching students from diverse cultural backgrounds, and the unique problems of the urban school. The second section has two parts. The first deals with cognitive, moral, social, and physical development, and the second part deals with behavior management. The final section concerns creating a physical environment which is conducive to learning, maintaining comprehensive and appropriate records, and handling noninstructional responsibilities. (JD)

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Karen D. Harvey

CLASSROOM MANAGEMENT
AN ANNOTATED BIBLIOGRAPHY

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Classroom management is a topic of increasing concern to educators and the public at large. Violence, vandalism, teacher burnout, student hostility and illiteracy are grim reminders that the ability to establish and maintain an environment where learning can and does occur is a professional skill that not all teachers have acquired. Adequate knowledge of a specific subject or an abiding love of children are simply not enough. Teachers need to know more than content and be able to do more than love kids.

The search for a fool-proof method of classroom management or a simple solution to management problems has resulted in frustration because every new method or gimmick or approach lacks something. A one-dimensional approach may indeed meet the needs of some teachers, some schools and some kids for at least some of the time - but not of all teachers, all schools and all kids for all of the time. The resulting frustration has culminated in the current, strong movement to the back-to-the basics (power and punishment) approach. Corporal punishment is staging a comeback throughout the country. Educators are not comfortable with this giant step backwards and continue to seek a more reasonable, humane solution.

The search for one answer or one method will continue to be a futile search. A uni-dimensional approach, of any kind, is doomed to failure and frustration simply because the task is multi-dimensional. We have consistently ignored the fact that the skills of effective classroom management are sophisticated and complex. The classroom teacher must be educated as a professional with the ability to use a wide variety of skills and strategies appropriate to different conditions and varying goals to achieve the optimum learning environment.

The following annotated bibliography is offered to assist the classroom teacher in conceptualizing a comprehensive approach to classroom management. There are three major sections: 1) Instructional Management, 2) Physical Management, and 3) Behavior Management. The Interactive Triad Model of Classroom Management (see Figure 1.), which is the structure upon which the bibliography is based, illustrates the dynamic, multi-dimensional, interactive nature of the many variables. It is difficult to isolate and classify the components of effective management and it has been equally difficult to

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classify many of the books cited, for it is truly a complex and interactive process. Many of the books could easily be included in more than one category.

While the bibliography is not exhaustive, it is comprehensive. Included are theoretical and practical books and books of varying difficulty. Readers will find that each book contains further references for those who seek primary sources or additional reading. To read every book would indeed be a colossal undertaking; the teacher is encouraged to be both introspective and selective, and to use the bibliography as a ready reference for an individualized approach to professional growth and development.

A final word must be said regarding the annotations; they are not value free. Although every attempt was made to be accurate, the values of the author are evident. Hopefully, this will not be a hindrance but a help to the reader.

INSTRUCTIONAL MANAGEMENT

If the learning needs of the individual student are not being met, "discipline" problems are likely to ensue. Bored students, frustrated students and defeated students will usually react in ways that are disruptive to the learning environment. Misbehavior is often a direct reaction to boredom, or a justifiable defense mechanism of a frustrated or angry student. Of equal seriousness, at least to the individual if not to the group, is when students withdraw in defeat instead of acting out in rage.

Educators have long acknowledged that students differ in abilities, interests, learning styles and goals and yet we have been slow in acting upon this knowledge. In addition, new challenges have arisen. Mainstreaming of mildly handicapped students is a fairly recent phenomena in the regular classroom. Teachers must now plan to meet the instructional needs of these special students and the twenty-nine others in the class. Children of various cultures and with backgrounds which differ from that of their teachers do learn in unique ways. Teachers must learn to tailor instruction so that all students progress steadily and feel satisfaction not only in their newly acquired knowledge but also in themselves as competent and worthwhile individuals.

The following section contains references related to the diagnosis of learning styles, teaching skills, individualization of instruction, cooperative learning strategies, mainstreaming, teaching multicultural populations and the unique problems of the urban school.

Bennett, Neville, et. al. Teaching Styles and Pupil Progress. Cambridge, MA: Harvard University Press, 1976.

Bennett's book examines the range of teaching styles from the formal, teacher-centered, controlled classroom at one extreme to the informal, more open plan, student-centered one at the other. Further, it inquires into the strengths and weaknesses of each. Two sets of questions are addressed: 1) Do various teaching styles differentially affect the intellectual and emotional growth of pupils? and 2) Do different types of pupils perform better under certain teaching styles than others? Jerome Bruner's thoughtful foreward is an integral part of this book.

Blackburn, Jack E. and W. Conrad Powell. One At A Time All At Once: The Creative Teacher's Guide to Individualization Without Anarchy. Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1976.

This is an excellent resource for the teacher that needs some specific, concrete help in individualizing instruction. It is appropriate for elementary and secondary teachers--in philosophy, instruction and examples. Learning Centers, Individual Learning Packages, Student Contracts, and a variety of learning strategies including a section on educational games are quite fully explained and illustrated.

Bloom, Benjamin S. Human Characteristics and School Learning. New York: McGraw-Hill Book Company, 1976.

Bloom's book extends the tenets of mastery learning and is the foundation of the movement toward this approach. He contends that much of individual differences in school learning may be regarded as man-made and accidental rather than fixed in the individual at the time of conception. Bloom states "What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning."

Casteneda, Alfredo and Manuel Ramirez. Cultural Democracy, Bicognitive Development, and Education. New York: Academic Press, 1974.

The authors are concerned with how American society can promote and sustain its diversity and be sensitive to individual differences through educational pluralism. Attention is focused on Mexican Americans. Two basic concepts are discussed: bicultural identity--the ability to function effectively in two cultures, and bicognitive development--the ability to utilize two cognitive styles.

Cruickshank, William M., William C. Morse and Jeannie K. Johns. Learning Disabilities: The Struggle from Adolescence Toward Adulthood. Syracuse, NY: Syracuse University Press, 1980.

This book fills the need of secondary school teachers in understanding the nature and needs of the adolescent with learning disabilities. Five case histories are presented as well as a core educational regimen for the secondary school level.

Cuban, Larry. To Make a Difference: Teaching in the Inner City. New York: The Free Press, 1970.

Written when the author was a teacher in the inner city, this book draws on a background of first-hand experience. Cuban places the responsibility on schools and teachers to see to it that students have the opportunity to learn. This is sensible, usable, straightforward reading. It is also realistic.

Curwin, Richard L. and Barbara Schneider Fuhrmann. Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

In this book, the authors offer a program of self-improvement for teachers and prospective teachers based upon humanistic values and criteria. The emphasis is on self-awareness and self-knowledge as steps in growth or improvement as a teacher.

Dell, Helen Davis. Individualizing Instruction, Chicago, IL: SRA, 1972.

Dell has written a book that is intended to help prospective and experienced teachers develop techniques for furthering every aspect of individualizing instruction. The book is designed to provide a model of self-directed learning. There are numerous examples and illustrations which are helpful particularly for the novice.

Della-Dora, Delmo and Lois Jerry Blanchard (eds.). Moving Toward Self-Directed Learning. Alexandria, VA: ASCO, 1979.

This is a brief but comprehensive booklet which addresses some critical issues in the movement toward self-directed learning. Promising practices and relevant research, needed research and social-cultural forces affecting self-directed learning are topics which are included. The references cited are particularly valuable.

Dunn, Rita and Kenneth Dunn. Educators Self-Teaching Guide to Individualizing Instructional Programs. New York: Parker Publishing Co., Inc., 1972.

The authors describe five major methods of individualizing teaching and learning and seven steps for organizing for individualization. The book provides a large variety of practical tips, suggestions, examples and illustrations. Of particular interest is the method described for recognizing a student's learning style and the chapter which discusses the redesigning of instructional space to faciliate individualized learning.

Fantini, Mario and Gerald Weinstein. Making Urban Schools Work. New York: Holt, Rinehart and Winston, Inc., 1968.

This exciting booklet sketches the authors model of an effective urban school. The question addressed is, "What is the best environment within which the urban child can learn and grow?". The question remains a major societal concern and the tentative proposal offered by Fantini and Weinstein is still a challenging proposal.

Forte, Imogene and Joy MacKenzie. The Teacher's Planning Pak and Guide to Individualized Instruction. Nashville, TN: Incentive Publications, 1978.

A "Kids Stuff" book which is comprised of clear and concise tips to aid teachers in individualizing instruction. A great time-saver and idea starter. Included are reproducible models and pupil activity sheets.

Foster, Herbert L. Ribbin, Jivin and Playing the Dozens. Cambridge, MA: Ballinger Publishing Company, 1974.

Foster's book should be required reading for the inner city educator. The book is a marvelous mix of the reality of teaching the poor, the disadvantaged and the alienated, and the idealism of a teacher who wants to help solve some of the problems of inner city school children. Foster tells it like it is and suggests ways it could be better.

Gilstrap, Robert L. and William R. Martin. Current Strategies for Teachers. Santa Monica, CA: Goodyear Publishing Co., Inc., 1975.

The following teaching strategies are explained in detail in this book: 1) Lecture, 2) Discussion, 3) Drill and Practice, 4) Independent Study, 5) Group Investigation, 6) Laboratory Approach, 7) Discovery, 8) The Learning Center, 9) Simulation, 10) Behavior Modification, 11) Performance-Based Learning Activity Package, and 12) Do-Look-Learn. Some advantages, some disadvantages, both an elementary and secondary classroom example, a competency worksheet for planning and observing and additional readings are included for each strategy.

Green, John A. Teacher Made Tests. New York: Harper and Row, Publishers, 1975.

Although certainly not a comprehensive text on measurement, this book is a valuable reference for the teacher who wishes to improve evaluation procedures in the classroom. The ability to appropriately use diagnostic, formative and summative evaluation procedures is central to the improvement of instruction.

Hammill, Donald D. and Nettie R. Bartel. Teaching Children with Learning and Behavior Problems. Boston, MA: Allyn and Bacon, Inc., 1978.

This book was written to fulfill four major goals. First, it reviews the role of the classroom teacher in the management of children with school related problems. Second, it discusses specific school-related difficulties such as reading and behavior. Third, information is presented related to assessment techniques and instructional strategies. Finally, specific resources and materials are listed and reviewed.

Hoover, Kenneth H. The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Middle and Secondary Schools. Boston, MA: Allyn and Bacon, Inc., 1978.

Divided into three major sections, Pre-Instructional Activities, Methods with a Focus on the Individual, and Methods with a Focus on the Group, this book is concerned with the planning and execution of instruction that will facilitate sound thinking not just the acquisition of a mass of knowledge. Each chapter includes examples and illustrations in different subject areas.

Hunkins, Francis P. Questioning Strategies and Techniques. Boston, MA: Allyn and Bacon, Inc., 1972.

Effective questioning strategies have been acknowledged since the time of Socrates as one of the most important tools of the good teacher. Hunkins' book encourages the teacher to systematically learn better questioning skills. Questions should be a planned and integral part of the instructional process, not a haphazard or casual time filler, an afterthought or a dull routine.

Hunt, David E. Matching Models in Education: The Coordination of Teaching Methods with Student Characteristics. Ontario, Canada: The Ontario Institute for Studies in Education, 1971.

A theoretical book, this small volume is a collection of articles which originally had appeared elsewhere and is an intensive presentation of the matching concept. Matching is defined as a description of the interactive effects of person and environment and is a holding term to describe likely outcomes of certain interactions.

Kid's Stuff. Nashville, TN: Incentive Publications.

Social Studies
Reading & Writing Readiness
Reading and Language Experiences - Primary Level
Reading and Language Experiences - Intermediate Level
Math
Kindergarten & Nursery School
Activity Record
Creative Math Experiences for the Young Child
Creative Science Experiences for the Young Child
Cornering Creative Writing
Special Kids Stuff
Pumpkins, Pinwheels & Peppermint Packages
More Center Stuff for Nooks, Crannies and Corners
Center Stuff for Nooks, Crannies and Corners
Mini-Center Stuff
At Least a Thousand Things to Do (Career Education)
People Need Each Other (Interdependence/Communication)
I've Got Me and I'm Glad (Self Concept)
Cents-Abilities (Economics)
Skillstuff/Reading
Skillstuff/Writing

Howes, Virgil M. Individualization of Instruction: A Teaching Strategy. New York: The Macmillan Company, 1970.

Howe has collected readings centered around the following topics: 1) Why Individualize? 2) What is Individualization? and 3) Programs and Practices. The authors of the various articles are experts in the field thus giving the book credibility and interest. This is a particularly helpful background book.

Joyce, Bruce and Marsha Weil. Models of Teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

This book is basic for teachers exploring different ways of teaching. The authors have classified teaching strategies so that it is possible to study a variety of approaches analytically in terms of goals, strengths, exploration, etc. As we continually seek to meet the needs of students, this thoughtful book remains fundaments.

Kaplan, Sandra, et. al. Change for Children. Pacific Palisades, CA: Goodyear Publishing Co., Inc., 1980.

One of the first "how to" books on learning centers, it is still one of the best. Perhaps of greatest interest to the teacher is the abundance of examples with the accompanying illustrations, games and worksheets. Very valuable sections on record-keeping and evaluation are also included.

Kauffman, James M. and Clayton D. Lewis (eds.). Teaching Children with Behavior Disorders. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974.

With the exception of the first and last chapters which serve as an introduction and conclusion by the editors, the book is written by individuals who have made a significant contribution to the special field of education for children with behavior disorders. It is an informal book presenting a wide variety of perspectives and approaches. A selected bibliography of the works of each author is included in each chapter.

Lemlech, Johanna K. Handbook for Successful Urban Teaching. New York: Harper and Row, Publishers, 1977.

Intended primarily for the preservice teacher, Lemlech provides a good overview of teaching in a urban setting. Of particular value is the Workshop section of each chapter which has been designed to facilitate the application and interpretation of the information presented in the first section of the chapter. Lemlech seeks to develop a skilled urban specialist.

Lerner, Janet W. Children with Learning Disabilities: Theories, Diagnosis, and Teaching Strategies. Boston, MA: Houghton Mifflin Company, 1971.

Children with Learning Disabilties presents learning disabilities from a broad point of view, without attempting to promote any single method or theory. Theory and diagnosis are effectively combined with teaching strategies. A helpful resource for teachers coping with mainstreaming!

Levy, Harold B. Square Pegs, Round Holes. Boston, MA: Little, Brown and Company, 1973.

Written by a physician for the parents and teachers of children with learning disabilities. Dr. Levy explains specific learning disabilities, especially as they affect the child's acquisition of language, in easily understood terms. His appeal is for the recognition and acceptance of such children. He also cautions against the easy mislabeling of children--an increasingly important warning.

Long, Nicholas J., William C. Morse, and Ruth G. Newman. Conflict in the Classroom: The Education of Children with Problems. Belmont, CA: Wadsworth Publishing Company, Inc., 1971.

A particularly outstanding section of this book is titled "How Does it Feel to be Emotionally Disturbed?" This is a collection of literature selected to give the reader the opportunity to walk in the shoes of someone who is emotionally disturbed. It is a powerful approach. Recognizing the trend to mainstream children with problems into the regular classroom, articles have been included dealing with drugs, group process, group treatment, urban black and minority problems and classroom management.

Maxim, George W. Learning Centers for Young Children. New York: Hart Publishing Co., Inc., 1977.

This is a step-by-step book for creating and managing Learning Centers in the elementary school. There are 30 examples of learning centers in a wide variety of subject areas. The teacher will find a myriad of helpful tips that are adaptable to many situations, settings and subjects.

Mohan, Madan, and Ronald E. Hull (eds.). Individualized Instruction and Learning. Chicago, IL: Nelson-Hall Co., 1974.

This is an excellent collection of thirty-one stimulating articles and addresses by authorities in the field. Of particular interest are the descriptions of existing programs and practices that have been successful, such as IGE and PLAN. This is a valuable basic resource book for teachers considering individualized teaching/learning.

Moran, Mary Ross. Assessment of the Exceptional Learner in the Regular Classroom. Denver, CO: Love Publishing Company, 1978.

Written especially for the classroom teacher and not the specialist, this book is a valuable aid and resource. Specific guidelines are offered for the many decisions the teacher must make in the assessment of mildly handicapped children in the classroom, determining if referral is needed, identifying appropriate referral sources and interpreting reports of testing by other professionals.

Poirer, Gerard A. Students as Partners in Team Learning. Berkeley, CA: Center of Team Learning, 1970.

According to Piorier, team learning provides a humanizing and individualizing influence in the class by teaching all of the students most of the time. There are eleven steps in this group dynamics approach to teaching. Groups are carefully formed to resemble family-units or micro-societies. The book includes descriptions of studies which utilized the method, teacher evaluations and examples of team learning activities.

Redl, Fritz and David Wineman. Children Who Hate. New York: The Free Press, 1951.

This book deals with the severely disturbed, hyperaggressive child. The intent is to try to understand why children's controls break down, why some children defend themselves so successfully against the adults in their lives and what can be done to prevent and treat such childhood aggression. The study of the extremely sick is utilized to study processes that are subtle in healthier children. A psycho-analytic perspective is utilized.

Seaberg, Dorothy I. The Four Faces of Teaching: The Role of the Teacher in Humanizing Education. Pacific Palisades, CA: Goodyear Publishing Company, Inc., 1974.

Seaberg's insightful and practical book brings it all together utilizing the following four roles or functions of an effective, humanistic teacher:

1) building and maintaining positive relationships,
2) mediating or putting educational theory into practice
3) diagnosing the needs of students, and
4) the artistry of putting it all together, choreography.

Abundant examples are utilized throughout the book.

Smuin, Stephen K. Turn-Ons: 185 Strategies for Secondary Classrooms. Belmont, CA: Fearon-Pitman Publishers, Inc., 1978.

Although secondary social studies teachers would perhaps find the greatest use for this practical idea book, it is a useful resource for teachers in other content areas. Some of the activities would be most useful in developing the concept of group, sharing decision making, strengthening self-awareness and dealing with life relevant issues. It should stimulate the teacher's individual creativity.

Stone, James C. and Donald P. DeNevi (eds.). Teaching Multi-Cultural Populations: Five Heritages. New York: D. Van Nostrand Company, 1971.

This is a collection of selected essays designed to present information, realism and insight into the culture, history, lifestyles, hopes, dreams and problems of some of America's minorities. The book is divided into five sections representing the following leading minority groups: Black, Puerto Rican, Mexican American, American Indian, and Asian-American. Each section a broad historical-cultural view of the group, a more contemporary social and familial focus then a look at the child in the content of contemporary schools. The book provides the teacher with an invaluable knowledge base.

Turnbull, Ann P. and Jane B. Schulz. Maintaining Handicapped Students: A Guide for the Classroom Teacher. Boston, MA: Allyn and Bacon, Inc., 1979.

This book is written for the classroom teacher who is attempting to implement the principle of mainstreaming. The educational implications of mainstreaming for the handicapped student and for the other students in the class are the major topics. Recognizing that the classroom teacher often has not been trained to fulfill the demanding task of mainstreaming, the book fills a great need.

Yussen, Steven R. and John W. Santrock. Child Development. Dubuque, IA: Wm. C. Brown Company, 1978.

This is a basic text that is designed primarily for the undergraduate student, alhtough it also is an excellent "refresher" or resource for the practicing teacher. The scope is comprehensive, addressing foundations of development, cognitive development and social and personality development. The scientific concepts are presented in a nontechnical, easy-to-read style with an abundance of examples, charts and photographs.

BEHAVIOR MANAGEMENT

For most people, behavior management means "discipline." Kids who are defiant, aggressive, tardy, messy, disruptive, hostile, annoying, unreliable and irresponsible are problems not only to themselves and to school personnel, but they also frequently inhibit or interfere with the rights of others to learn. These are the students that hurt, hassle and baffle teachers.

Again, the solutions, if there are any, are complex. The teacher needs a versatile repetoire of professional skills to deal with these students. Teachers have a strong commitment to help, not hurt, and therefore need to know how to promote positive growth as well as inhibit or prevent negative behavior.

The following section has two parts. The first part deals with cognitive, moral, social and physical development. While a basic understanding of human development is essential for instructional mangement, it is also crucial for understanding why children behave the way they do. Research has provided at least three major theoretical approaches for developing and sustaining appropriate behavior and changing inappropriate behavior. Each of these approaches is considered in depth in the second section.

DEVELOPMENT

Bandura, Albert and Richard H. Walters. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, Inc., 1967.

Written for the more sophisticated reader, this theoretical book delineates socio-behavioristic principles which form the basis for the use of modeling in the socialization process. The principles of behavior modification are utilized as methods for producing behavioral change.

Erikson, Erik. Childhood and Society. New York: W. W. Norton, 1963.

Erikson's stages of psychosocial development are frequently cited in the professional literature and do form a theoretical construct that educators seeking to understand human growth and development may wish to study. Based upon Freudian psychoanalytic theory, the book is challenging reading.

Flavell, John H. Cognitive Development. Englewood Cliffs, NJ: Prentice Hall, Inc., 1977.

Flavell admits that he does not enjoy reading textbooks, and therefore has attempted to make this book enjoyable, or at least not unenjoyable. His straightforward, readable text is successful for it makes a difficult subject comprehensible and it is challenging and enjoyable. The references are excellent, often citing secondary sources which are helpful when dealing with cognitive development.

Furth, Hans G. Piaget for Teachers. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

Furth's stated purpose is to make Piaget's work better known among educators. His emphasis is on the philosophy, theory and findings that have immediate relevance and critical implications for the educational process. Written in letter form to the teacher, it is most readable. Furth also calls for some major changes in early childhood education--early childhood teachers should carefully consider his propositions.

Ginsburg, Herbert and Sylvia Opper. Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1969.

This book provides a concise description and clear analysis of Jean Piaget's thought and work. Piaget is often considered hard to read and understand for he is an extrememly difficult writer and his ideas are equally difficult to assimilate. This is a welcome book for the novice.

Hersh, Richard and Diane Paolitto and Joseph Reimer, Developmental Moral Education: Kohlberg's Theory in Practice. New York: Longman, 1978.

Written specifically for the classroom teacher, these three trained practitioners of cognitive moral education provide an excellent explanation of Kohlberg's theory and explain how it can exhance classroom practice.

Mattox, Beverly A. Getting It Together: Dilemmas for the Classroom. San Diego, CA: Pennant Press, 1975.

This book was intended to serve as a primer. Kohlberg's theory and approach to moral education have been very simply stated. Suggestions for classroom application have been included. Moral dilemmas are given for students of all ages as well as suggestions for writing original dilemmas. The dilemmas have been criticized by others for not meeting the accepted critiera for moral dilemmas.

Piaget, Jean. The Moral Judgment of the Child. New York: The Free Press, 1965.

Kohlberg states that the roots of this theory are in the work of Dewey and Piaget. Building upon his prior studies of cognitive stages, Piaget made the first effort to define stages of moral reasoning through actual interviews and observation of children. Piaget formed a developmental theory of morality that included three stages: 1) the pre-moral stage, 2) the heteronomous stage, and 3) the autonomous stage.

Scharf, Peter. Moral Education. Davis, CA: Responsible Action, 1978.

This is an excellent book and of great importance particuarly to the secondary school teacher. A clear, concise explanation of Kohlberg's theory is given, including a review of the limits of the theory and the related research. The practicing teacher will be particularly interested in the chapters which relate moral development to the curriculum, dilemmas of love and work and the school as social curriculum.

Purpel, David and Kevin Ryan (eds.). Moral Education...It Comes with the Territory. Berkeley, CA: McCutchan Publishing Corporation, 1976.

This is an extremely valuable book for the editors have compiled articles from a wide range of sources which represent some of the approaches to moral education that are in wide use today. Three major approaches are presented: the values clarification approach, the cognitive-developmental approach and the cognitive approach. Of importance also are the cautions and criticisms which are included for each approach.

Ladenburg, Thomas, Muriel Ladenburg and Peter Scharf. Moral Education: A Classroom Workbook. Davis, CA: Responsible Action, 1978.

This workbook was designed for use with Peter Scharf's Moral Education. Reflecting the author's experience as teachers of English and social studies and their commitment to moral developmental theory, it is a book of immense practical value to teachers. It contains a brief summary of moral developmental theory, however, the majority of the book is devoted to sample dilemmas and teaching plans.

Smart, Mollie S. and Russell C. Smart. Adolescents: Development and Relationships. New York: Macmillan Publishing Co., Inc., 1978.

The two critical concepts for understanding adolescent development are Erikson's identity and Piaget's formal thinking. This book is a collection of readings selected to assist the reader in understanding how the adolescent deals with the need to establish a sense of identity and how formal thought processes develop. The great physical changes which take place during this period are also discussed.

BEHAVIOR

Socio-Emotional Climate

Berne, Eric. Games People Play. New York: Grove Press, Inc., 1964.

This is perhaps the first book that popularized transactional analysis. Part I explains games as the term is used in TA and Part II is a "thesaurus of games." Part III attempts to explain the significance of games. This book clearly explains one way to better understand the psychology of human relationships.

Canfield, Jack and Harold C. Wells. 100 Ways to Enhance Self-Concept in the Classroom. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.

This "how to" book presents over one hundred strategies developed to enhance self-concept in the classroom. Included is a brief but cogent explanation of the importance of a strong, healthy positive self-concept and an annotated bibliography of helpful resources. It's a grand "idea starter" for the classroom teacher.

Dreikurs, Rudolf and Loren Grey. A New Approach to Discipline: Logical Consequences. New York: Hawthorne Books, 1968.

Logical consequences are the sane, sensible and humane ways that we can help children grow in the ways of the world. This practical approach to discipline is a method without fear and anger and places discipline in a positive relationship to learning. It is a healthy and helpful approach for parents and teachers.

Dreikurs, Rudolf and Pearl Cassel. Discipline Without Tears. New York: Hawthorne Books, 1972.

This slim volume is based upon five major premises dreived from the work of Alfred Adler. Basically the authors believe that all behavior is purposive and is directed toward finding one's place in the social world. If a child misbehaves, it indicates that he has wrong ideas about how to be significant. The teacher's job is to recognize the mistaken goals of misbehavior in children and to facilitate change in specified ways. For each of the four goals of misbehavior the teacher is given strategies to redirect the child.

Dreikurs, Rudolf, Bernice Bronia Grunwald and Floy C. Pepper. Maintaining Sanity in the Classroom. New York: Harper and Row Publishers, 1971.

The psychological principles advocated by Viennese psychiatrist Alfred Adler form the premises upon which this book is written. Of central importance is the concept of democracy. The school must establish and maintain democratic procedures and practices. The recognition of the child's need to be an accepted and functioning member of the social order is central to maintaining sanity in the classroom.

Ernst, Ken. Games Students Play (and what to do about them). Billbrae, CA: Celestial Arts Publishing, 1972.

The transactional definition of games is explained by Ernst with classroom situations used as examples. For each game discussed there is an analysis of the moves in the game and a game "stopper" is suggested. The reader may wish to further explore a more comprehensive explanation of the theories of transactional analysis.

Freed, Alvyn and Margaret Freed. TA for Kids. Sacramento, CA: Jalmar Press, Inc., 1977.

Written especially for the third to seventh grader, the authors explain the principles of transactional analysis in simple terms. The illustrations are enjoyable and helpful. The people in charge, a term used in place of parents, adults or grownups, will find this book meets many needs including that of review. TA for Tots and TA for Teens are related books written by Dr. Freed.

Ginott, Haim G. Between Teacher and Child. New York: Macmillan Co., 1972.

Ginott suggests that therapeutic concepts can be translated into educational practices which will aid the classroom teacher in effective and affective education. He states that the responsibility for creating the emotional climate for learning rests with the teacher. Such ever-present concerns as communication, motivation, homework and inevitable clashes are topics which are confronted with directness, simplicity and humor.

Glasser, William. Reality Therapy. New York: Harper and Row Publishing Co., 1965.

What is reality therapy? Simply stated, it involves reality, responsibility, and right-and-wrong. Its precepts, according to Glasser, are the foundation of successful, satisfying social life. The last chapter is devoted to the application of reality therapy to the public schools. Because the efforts of educators can be successful without years of professional training in psychiatry, the procedures seem to hold promise.

Glasser, William. Schools Without Failure. New York: Harper and Row Publishers, 1969.

This book is the primer on classroom meetings which are advocated by Glasser and conducted in many schools. Three chapters are devoted to classroom meetings. The central focus of the book, however, is the examination of the school's role in causing children to fail. The book propoees involvement, relevance and thinking as alternatives to traditional practices which promote negativism and failure.

Gordon, Thomas. Teacher Effectiveness Training. New York: Peter H. Wyden, 1974.

TET proposes to be a complete and integrated system that makes learning a "rich experience without prodding, threatening, hassling, fighting or blow-ups about discipline." One of the attractions of the strategy is that it can be implemented quickly although the teacher must strive to perfect the unique skills. Gordon's particular pedagogy has been used successfully by many parents and teachers.

Grey, Loren. Discipline Without Fear. New York: Hawthorne Books, 1974.

This book was written for parents of elementary school age children and is based upon the principles of psychology as developed by Alfred Adler. Stress is placed on non-threatening, logical discipline. Several thoughtful chapters are specifically written about schools - "School Problems and Parental Responses" and "What is Wrong with Our Schools." An additional helpful chapter is on the psychological problems of children with physical and mental handicaps.

Harris, Thomas A. I'm OK - You're OK: A Practical Guide to Transactional Analysis. New York: Harper & Row, Publishers, 1969.

This easily read book is indeed a practical guide to transactional analysis. A specific technique is advocated to strengthen rationale decisions and actions. Transactional analysis confronts the individual with the fact that she/he is responsible for the future, regardless of what has occurred in the past.

James, Muriel and Dorothy Jongeward. The People Book: Transactional Analysis for Students. Menlo Park, CA: Addison-Wesley Publishing Company, 1975.

Wirtten for older students, the book contains explanations of the basic premises and language of transactional analysis. Each chapter includes case studies and exercises appropriate for use by secondary students. It seems to be most helpful in gaining an understanding of how transactional analysis could be used with adolescents.

Hamachek, Don E. Encounters With the Self. New York: Holt, Rinehart and Winston, 1978.

Hamachek's book about self-concept is written from the perspective of perceptual or phenomenological psychology. It is a thorough book that deals with how the self grows, changes, and expresses itself in behavior. The author has written for a diverse audience and the language examples and illustrations are clear and helpful. This is information that every teacher should possess not only to understand their students better, but to understand themselves better.

Purkey, William W. Self Concept and School Achievement, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.

A small but important book! The relationship between self-concept is well documented. Perhaps the most significant chapter is the last which describes the task of the teacher which is to help each student gain a positive and realistic image of himself or herself as a learner. Purkey believes that the prevention of negative self-concepts is a vital first step in teaching. Six factors which are important to the development of favorable self-concepts are delineated and explored--challenge, freedom, respect, warmth, control and success.

Purkey, William Watson. Inviting School Success: A Self-Concept Approach to Teaching and Learning. Belmont, CA: Wadsworth Publishing Company, Inc., 1978.

This book is a sequel to Self-Concept and School Achievement in that it explores how a school can enhance a student's self-concept. It describes good teaching as "the process of inviting students to see themselves as able, valuable, and self-directing, and of encouraging them to act in accordance with these self-perceptions." The teacher is an "inviter," perceiving students in positive ways and inviting them to behave accordingly.

Behavior Modification

Beatty, Judith Beal. The Onion Sandwich Principle and Other Essays On Classroom Management. Columbus, Ohio: Charles E. Merrill Publ., 1973.

This collection of essays is focused on the theme of "humanistic behaviorism." Three major sections deal with learning and the individual, education and the group and teaching and learning styles. The authors are committed to striking a balance between freedom and exploration and utilizing learning theory systematically in the classroom. The book conveys a sense of humanness, common sense and academic credibility.

Becker, Welsey C., et. al. Teaching: A Course in Applied Psychology. Palo Alto, CA: Science Research Associates, 1971.

This book is a course intended to teach the principles of behavior modification and the skills to effectively utilize these principles in the classroom. Part 1 is a behavior-modification primer for the teacher while Part II examines the act of teaching from the behavior-modification perspective. The book itself is structured utilizing the principles it seeks to teach.

Blackham, Garth J. and Adolph Silberman. Modification of Child and Adolescent Behavior. Belmont, CA: Wadsworth Publishing Company, 1980.

This book provides a clear explanation of the the techniques of behavior modification for the parent and for the classroom teacher. Modification of behavior in the regular classroom, with special groups of children, in classroom problem situations, in adolescents and in problems which occur in the home are topics of separate chapters.

Carter, Ron. Help! These Kids Are Driving Me Crazy. Champaign, IL: Research Press, 1972.

This informal, short book is intended to teach the teacher how to bring a class under control and to stop disturbing, harmful or unproductive behavior in individual students by using the principles of behavior modification. Although certainly not a comprehensive text, it is a helpful, clearly written book.

Epstein, Charlotte. Classroom Management and Teaching: Persistent Problems and Rational Solutions. Reston, VA: Reston Publishing Company, Inc., 1979.

Epstein's book applies behavioral modification theory to a variety of common classroom problems and suggests practical approaches to working with these difficult situations. The book centers on such classroom realities as physical management, management of time, communication, curriculum, self-concept and change. It considerably extends the term management beyond poor behavior.

Homme, Lloyd, et. al. How To Use Contingency Contracting in the Classroom. Champaign, IL: Research Press, 1972.

This book explains Grandma's Law which states: "First clean up your plate, then you may have your dessert." A teacher who uses contingency contract makes an agreement with students whereby he promises rewards in return for the desired learning behavior by the students. The approach is suitable for any grade level, any subject, and individuals or as a total classroom management system.

Krumboltz, John D. and Helen B. Krumboltz. Changing Children's Behavior. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972.

"If you know how you want your children to behave, this book will tell you how to accomplish it." Approximately 150 illustrations based on actual events are listed for the readers reference at the beginning of the book. Based upon principles of behaviorism the book discusses strengthening existing behavior, developing new behavior, maintaining new behavior, stopping inappropriate behavior, modifying emotional responses and changing your behavior.

Long, James D. and Robert L. Williams (eds.). Classroom Management with Adolescents. New York: MSS Information Corporation, 1973.

A custom-made book of readings prepared for the courses taught by the editors, it is specifically concerned with the application of behavior management procedures to adolescent populations, particularly adolescents in regular classroom settings. Secondary teachers will value this collection.

Madsen, Charles H., Jr., and Clifford K. Madsen. Teaching/Discipline: A Positive Approach for Educational Development. Boston: Allyn and Bacon, Inc., 1974.

Intended as a teacher's guide in the use of behavioral principles relating to classroom discipline and subject-matter presentation, this book is easily read and immediately usable. A significant protion of the book is devoted to "Changing Wrong Associations," which are case studies of disruptive children or damaging practices in the classroom. Both the research findings which relate to the case and the behavioral remedy are presented.

Malott, Richard W. Contingency Management in Education and Other Equally Exciting Places. Kalamazoo, MI: Behaviordelia (PO Box 1044), 1972.

This is a humorous book, written primarily in comic book form, that seeks to explain contingency management as pleasantly as possible. Some will find the book helpful and enjoyable; some, perhaps, will find it a bit distracting and silly.

O'Leary, Daniel K. and Susan G. O'Leary (eds.). The Successful Use of Behavior Modification. Pergamon, 1977.

The purposes of this book are to: 1) supply the reader with a set of principles about changing behavior, 2) present research relating to the use of these principles in the classroom and 3) discuss procedures for preventing and dealing with problems in the classroom. A major strength of the book is the emphasis on issues of relevance to the teacher accompanied by the related research. It is more sophisticated than "how to."

Poteet, James A. Behavior Modification: A Practical Guide for Teachers. Minneapolis, MN: Burgess Publishing Company, 1973.

This is a slender but comprehensive book with a straight-forward approach. It is divided into the following topics: describing behavior, measuring behavior, understanding behavior, modifying behavior and evaluating behavior. Poteet combines sound theory with a knowledge of the tasks of the teacher.

Skinner, B.F. Beyond Freedom and Dignity. New York: Alfred A. Knopf, Inc., 1971.

Certainly this is a "must" reading for the teacher who systematically uses the principles of behavior modification in the classroom, for it raises complex philosophical issues that should be considered. Behaviorism has its critics and its advocates. To be either, a critic or an advocate, the philosophical issues need to be thoughtfully studied.

Group Process

Bany, Mary A. and Lois V. Johnson. Educational Social Psychology. New York: Macmillan Publishing Co., Inc., 1975.

This is a substantive textbook which examines the farily new field of educational social psychology. The basic assumption of educational social psychology is that the social behavior of students, whether directed toward the ends of education or toward socially undesirable ends, can be better understood within the context of both interpersonal relationships and the demands of the social organization of the school.

Johnson, David W. and Roger T. Johnson. Learning Together and Alone. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

For the teacher who wants to critically examine cooperation, competition and individualization in the classroom, this book is essential. The emphasis of the book is on cooperation, although the authors stress the appropriate use of all three goal structures.

Johnson, Lois V. and Mary A. Bany. Classroom Management: Theory and Skill Training. New York: Macmillan Company, 1970.

The purpose of this book is to improve teachers' effectiveness in the management dimension of teaching. The principles of educational social psychology which focus on the collective behavior of children in the classroom group and the factors that influence this behavior are utilized. According to the authors, it is not enough to understand only the behavior of individuals.

Kounin, Jacob S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart and Winston, Inc., 1970.

Kounin's research is some of the most basic and most helpful in the field. The familiar terms, "withitness, overlapping, thrusts and dangles" are terms created by Kounin to describe specific teacher behaviors that facilitated or hindered classroom management and effective teaching.

Luft, Joseph. Group Processes: An Introduction to Group Dynamics. Palo Alto, CA: National Press Books, 1970.

The study of people in face-to-face groups is the subject of the book. Although not specifically written for the classroom teacher, Luft examines an area of prime interest to educators for much of their work is with groups. Although somewhat technical, the information is valuable for developing a greater understanding of human behavior in groups.

Schmuck, Richard A. and Patricia A. Schmuck. Group Processes in the Classroom. Dubuque, IA: William C. Brown Company, 1975.

The classroom is not composed of two-person units but of a myriad of groups--large and small, formal and informal. Knowledge about the group processes operating in the classroom will enable the teacher to more effectively foster student learning. Group expectations, leadership, attraction, norms, communication and cohesiveness are major topics.

Student Team Learning Teacher's Manual. John Hopkins Team Learning Project.

Seven group or team learning strategies are explained as well as the basic assumptions of these cooperative approaches. This is concrete material for the teacher seeking a new approach to learning that stresses cooperative behavior rather than individual competition.

PHYSICAL MANAGEMENT

Teachers who do not manage time, routines, records and the physical environment efficiently have problems. Perhaps these difficulties are the easiest to solve for they rarely involve significant changes in attitudes or values, but are truely simply matters of organization and perhaps self-discipline.

The following section relates to creating a physical environment which is conducive to learning, maintaining comprehensive and appropriate records and handling the multitude of annoying but necessary tasks such as collecting money as efficiently as possible.

Coates, Gary, ed. Alternative Learning Environments. Stroudsburg, PA: Dowden, Hutchinson & Ross, Inc., 1974.

While this book is not a specific "how to" book, it does offer varied, in-depth reading for those who are interested in pursuing further the relationship between education and physical environment. Basic fundamental issues are addressed as opposed to dealing with the design or reorganization of a unique learning environment.

David, Thomas G. and Benjamin D. Wright (eds.). Learning Environments. Chicago, IL: The University of Chicago Press, 1975.

The focus of this book is the physical environment of learning--more specifically the man-built environment that we construct and can affect. The physical environment and its influence on the learning process and the people within it is explored in sixteen chapters written by different authorities. Learning environments is a term that is used to describe a wide variety of places conducive to learning, not just schools or educational facilities.

Dean, Joan. Room To Learn: Working Space, Language Areas, and a Place to Paint. New York: Citation Press, 1974.

A virtual gold mine of concrete, illustrated ideas to assist elementary school teachers in converting a traditional four-wall classroom into a cheerful, active and efficient open classroom. This is an extremely useful "how to" book.

Heyman, Mark. Places and Spaces: Environmental Psychology in Education. Bloomington, IN: The Phi Delta Kappa Educational Foundation, 1978.

This PDK Fastback is fundamental to the consideration of effective use of space in education. Heyman outlines the basic concepts and issues and illustrates them with clarifying photographs. An annotated bibliography is included.

Hoover, Sharon. Classroom Record Keeping: Everything You Need to Know. The Instructor Publications, Inc., 1979.

This little pamphlet is filled with ideas, tips and actual samples to facilitate better, more effective management of records. It is probably an essential for the preservice teacher and certainly for the practicing teacher who could use some organization. A professional must be well organized in such fundamentals.

Taylor, Anne P. and George Vlastos. School Zone: Learning Environments for Children. New York: Van Nostrand Reinhold Company, 1975.

While this book is primarily concerned with the physical learning environment of open classrooms in the elementary school it provides challenging insights into the importance of the physical environment as it relates to the physical, aesthetic and learning needs of all students. The outdoor setting is considered also.

Maggs, Margaret Martin. The Classroom Survival Book: A Practical Manual for Teacher. New York: New Viewpoints, 1980.

Maggs has written an extremely practical book for the new teacher. Written in three section, "Dealing with Papers," "Dealing with Students," and "Dealing with Others and Yourself," the book discusses situations that most generally concern teachers. They are the nitty-gritty mundane problems that take up valuable time that probably should be spent in other ways--such as attendance and a system for dispensing textbooks.

Wurman, Richard (ed.). Yellow Pages of Learning Resources. Cambridge: MIT Press, 1972.

This books expands the environment for learning--it is an invitation to discover the city as a resource for learning. The teacher is assisted and encouraged to take advantage of the wealth of learning opportunities that exist out of the school and in freuqently overlooked places. "This is the 'where' and 'how' of converting people, places and processes into sources of learning."

GENERAL OR COMPREHENSIVE

Some books defy classification because of their more general orientation or their more comprehensive approach to management. The brief annotation will give the reader the major purpose of the book.

Bandura, Albert. Social Learning Theory. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977.

Bandura has provided a comprehensive, unified theoretical framework for analyzing human thought and behavior. The social learning theory approaches the explanation of human behavior in terms of a reciprocal interaction between cognitive, behavioral, and environmental determinants. Both people and their environments are reciprocal determinants of each other. This is an important theoretical book.

Combs, Arthur W., Donald L. Avila and William W. Purkey. Helping Relationships: Basic Concepts for the Helping Professions. Boston: Allyn and Bacon, Inc., 1971.

This book is fundamental for gaining insight into the reasons people behave the way they do and how teachers and other professional helpers can be of assistance. The book addresses two major questions: 1) What ideas about human behavior have special value for understanding the helping relationship? and 2) What do these ideas imply for effective practice in the helping professions? Perceptual psychology forms the basic premises of this book.

Combs, Arthur W. Myths in Education. Boston: Allyn and Bacon, Inc., 1979.

"People act according to their beliefs . . ." and some of those beliefs are myths ground in folk wisdom and intuition. Combs explores myths in our culture, myths about persons and behavior and myths about learning and schooling. He believes that the leading profession cannot be ground in mythology and challenges the reader to explore such cherished myths as "if it's hard, it's good for you."

Combs, Arthur W., ed. Perceiving, Behaving, Becoming. Washington, D.C.: ASCD 1962 Yearbook.

Earl Kelley, Carl Rogers, Abraham Maslow and Arthur Combs are the authors of the four major chapters which comprise the core and thesis of this book. "Third force" psychology, its theories and applications, was a newer construct in 1962, but the ideas and challenges presented by the authors of this book remain pertinent nearly twenty years later.

Curwin, Richard L. and Allen N. Mendler. The Discipline Book: A Complete Guide to School and Classroom Management. Reston, VA: Reston Publishing Company, Inc., 1980.

This is really not a complete guide for some topics are treated quite lightly, however, it does propose a successful method for developing and enforcing rules and procedures for the class and for the teacher. This concrete example of shared decision-making is valuable.

Dobson, Dr. James. Dare to Discipline. Wheaton, IL: Tyndale House Publishers, 1972.

This book is filled with the good common sense advice that you would expect from a loving grandmother or gentle family doctor. Although based upon a Christian family orientation, it should be helpful for parents and teachers alike who need support in setting limits for their children.

Duke, Daniel L., ed. Classroom Management. The Seventy-Eighth Yearbook of the National Society for the Study of Education. Chicago, IL: The University of Chicago Press, 1979.

This collection of essays attempts to provide a broad picture of what is currently known about the management of classrooms. The essays range from the theoretical to the more practical. Authors such as John Goodlad and Daniel Duke are included. This varied, multidimensional approach is thought provoking and challenging.

Fine, Marvin J. The Teacher's Role in Classroom Management. Lawrence,KS: Psych-Ed Associates, 1973.

This small book is intended to both give the teacher immediately practical strategies in managing the disruptive child and to provide a broad overview of techniques of humanistic behavior modification, group process and the socio-emotional climate approaches to classroom management. It is not an in-depth text, but does include a useful bibliography for the reader who desires to pursue certain approaches to a greater degree.

Gray, Jenny. The Teacher's Survival Guide: How To Maintain Classroom Discipline and Live to Tell About It. Belmont, CA: Fearon Publishers, 1974.

Classroom management is conceived primarily by this author as control. Many of the tips are useful, some old trueisms, and some will repel the teacher who believes in more professional behavior than the use of power and authority. For example, ridicule is an approved strategy for dealing with troublemakers. Read this book critically.

Gray, Jenny. Teaching Without Tears. Belmont, CA: Fearon Publishers, 1978.

Gray calls this a cookbook written by a self-appointed oracle with 11,000 hours of experience in the classroom. It is predicated on the assumption that "teacher training" is a misnomer and that new teachers are not knowledgeable about the everyday functions and tools of his trade. It reads like a conversation with a jaded veteran who will teach you the ropes.

Holt, John. How Children Fail. New York: Pitman Publishing Corporation, 1964.

One of the first of John Holt's books, it remains both relevant and challenging for failure still permeates our schools. Written as a journal, Holt describes his observations of children and schools. Failure and its effect on children is central to the book--how children fail in school and how schools fail children.

Howard, Eugene R. School Discipline Desk Book. West Nyack, NY: Parker Publishing Comapny, Inc., 1978.

Howard is well known for his work in school climate and his book is actually dedicated to the improvement of school climate. Acknowledging that the causes of many discipline problems lie within the larger society, the author also believes that many primary cuases are deeply rooted in the nature of the school itself. He suggests that educators seek practical ways to modify the institution. The book cites a variety of successful examples.

Kdesnik, Walter B. Humanism And/Or Behaviorism in Education. Boston: Allyn and Bacon, Inc., 1975.

Kolesnik has written a much needed book. He presents a non-technical, unbiased, easy-to-read comparison of humanism and behaviorism as they relate to education. The purpose of the book is to help readers formulate their own conclusions about education, behaviorism and humanism. This is certainly an issue that educators must face and Kolesnik makes it easier.

Kohut, Sylvester, Jr., and Dale G. Range. Classroom Discipline: Case Studies and Viewpoints. Washington, D.C.: NEA Publishing, 1979.

This NEA publication is an attempt to bridge the gap between the theoretical and practical dimensions of learning with important implications for classroom mangement and discipline. The case studies included are actual, real-life situations contributed by teachers, administrators and paraprofessionals and are pertinent to urban, rural and suburban schools.

Maslow, Abraham. Motivation and Personality. New York: Harper and Row Publishers, 1954.

A classic, this book explores motivation or what makes people behave the way they do. Maslow's theory of motivation is part of a more comprehensive "third force" psychology. The well known heirarchy of needs is Maslow's theory of motivation. The techniques of observing healthy, "self-actualized" people to classify and study similiarities is a rather unique strategy. This is a valuable book!

National Education Association. Discipline and Learning: An Inquiry into Student-Teacher Relationships (Revised Edition). Washington, D.C.: NEA Publishing, 1977.

The chapters in this book are written by differing professionals--teacher and administrator, counselor and psychologist, lawyer and school board member. Their unique perspectives comprise some of the major forces which affect our schools. The book is intended to encourage discussion and to stimulate the consideration of options and alternatives available in each classroom situation.

National Education Association. What Every Teacher Should Know About Student Rights. Washington, D.C.: NEA Publishing, 1975.

Based on the American Civil Liberties Handbook, The Rights of Students, this brief booklet provides information concerning what the law states regarding punishment, personal appearance, school records, due process, in loco parentis and the right to an education.

Rosenthal, Robert and Lenore Jacobson. Pygmallion in the Classroom. New York: Holt, Rinehart and Winston, Inc., 1968.

Teacher expectations do indeed make a difference. The research of Rosenthal and Jacobson is indeed an eye opener for many teachers. The book is about interpersonal self-fulfilling prophecies: how one person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made. Although some of the methodology has been challenged by other scholars, this work remains important.

Tanner, Laurel N. Discipline for Effective Teaching and Learning. New York: Holt, Rinehart and Winston, Inc., 1978.

Tanner has written one of the most comprehensive books on discipline. She stresses that teachers should have at their command alternative models of discipline, the need for viewing classroom discipline, curriculum, and instruction relatedly and the developmental aspects of discipline. All three emphases are unique and offer the teacher a sensible approach to helping children grow in the ability for self-discipline.

Wallen, Carl J. and LaDonna L. Wallen. Effective Classroom Management. Boston: Allyn and Bacon, Inc., 1978.

The Wallens have attempted to provide a multi-dimensional approach to classroom management that is based upon adequate theory and is practical and workable for the teacher. A wide variety of methods with abundant examples are included. Some of the proposals are more unrealistic than they first appear because they rest on decisions made by others, not the classroom teacher. An example of this would be curriculum and staffing changes.

Figure 1: The Interactive Model of Classroom Management